

Course English III Period Teacher J. Barnett
Unit Ethan Frome Day 6 Date

Objectives: 1.03 The student will identify and analyze personal, social and cultural contexts in *Ethan Frome* and *Spoon River Anthology*.
3.02 The students will present and defend an informed opinion regarding the themes of mental illness in *Ethan Frome* along with possible solutions.
4.02 The student will develop thematic connections between *Ethan Frome* and *Spoon River Anthology*.
6.02 The student will discern and correct errors in writing.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	Warm-up: Students complete daily grammar exercise and journal activity. Journal prompt: In Chapter Four we learn about the Frome's relationship from Ethan's point of view. Create a journal entry about their relationship (plans, dreams, problems) from Zeena's point of view. (Bloom's: Knowledge and Synthesis)	Formative evaluation: Call on students to make sentence corrections. Formal Assessment of comprehension: Journal entry.
5 min.	Instructional Input: Briefly review chapter four and the Venn Diagram. (Bloom's: Analysis)	Formative Assessment: Use Venn Diagram to assess student comprehension of character development.
5 min.	Introduction: The epitaph - a form of poetry Review the Greek origin and how epitaphs are traditionally used. Give brief biography of Edgar Lee Masters.	
10 min.	Class Reading: Students will be selected to read <i>The Unknown</i> , " <i>Indignation</i> " Jones, <i>Serepta Mason</i> , and <i>William and Emily</i> from <i>Spoon River Anthology</i> by Edgar Lee Masters. Briefly discuss the themes and emotions illustrated in each poem. (Bloom's: Comprehension)	Informal assessment: Whole class discussion about the themes present in these poems.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	<p>Student Activity: Break into reading groups. Read assigned poems and analyze the relationship between characters. Make connections with themes in <i>Ethan Frome</i>.</p> <p>Group A: <i>Roscoe Purkapile, Mrs. Purkapile, Mrs. Williams</i></p> <p>Group B: <i>Herbert Marshall and Louise Smith</i></p> <p>Group C: <i>Fletcher McGee and Ollie McGee</i></p> <p>Group D: <i>Mary McNeely and Daniel M'Cumber</i></p> <p>Group E: <i>Tom Merritt, Mrs. Merritt, Elmer Karr</i></p> <p>Group F: <i>Benjamin Pantier and Mrs. Benjamin Pantier</i></p> <p>Group G: <i>Amos Sibley and Mrs. Sibley</i></p> <p>(Bloom's: Analysis, Evaluation, Synthesis)</p>	Informal assessment: Circulate around the room and observe student work and progress.
20 min.	<p>Presentations: Knowledge Building Groups 1 and 2 present their Glogsters to the class. Each group is allotted 8 minutes. Students will demonstrate knowledge of and solutions for the themes of isolation, depression, and psychosomatic illness found in <i>Ethan Frome</i>. Remaining groups will present their Glogsters on days 7 and 8.</p> <p>(Bloom's: Evaluation and Synthesis)</p>	Formal Assessment: Project assessed according to rubric.
5 min.	<p>Debriefing: Call on students to share some of the thematic similarities found between <i>Ethan Frome</i> and the selected poems from <i>Spoon River Anthology</i>. (Bloom's: Synthesis)</p>	Formative evaluation: Assess students ability to connect themes between texts.
5 min.	<p>Closure: Tomorrow, students will create epitaphs for the characters in <i>Ethan Frome</i>. Encourage to students to be thinking of ways to poetically illustrate relationships between characters. Tomorrow we will use our knowledge of Chapters 1-5 to complete a cause and effect graphic organizer.</p>	
homework	Chapter 5, p.77-85. Finish and post journal entry.	